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ABSTRACT

The purpose of the policies proposed in this guide is to improve discipline in the classrooms of the Philadelphia Public Schools. The guidelines emphasize the importance of parent and student cooperation in maintaining a livable environment in the schools. Student and parent rights and responsibilities are listed. The roles played by the principal and the professional staff (specifically, the teachers) in the discipline process are outlined. Suggested courses of action for principals and staff members to take when confronted with disruptive situations are described, along with the legal constraints and obligations faced by the school staff. The volume also deals with corporal punishment (and advises that its use is very hazardous and dubious), suspension and alternatives to suspension, and emergency situation procedures. (Author/DS)

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DISCIPLINE IN THE PHILADELPHIA PUBLIC SCHOOLS

A WORKING DOCUMENT

MICHAEL P. MARCASE
Superintendent of Schools

1976

EA 009 001

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A MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

Urban school systems across the nation have persistently encountered frustration in dealing with the issue of discipline. The School District of Philadelphia accepts the challenge implicit in this situation and will utilize all available resources to improve the conditions involved.

Over the past year and especially during the last six months, members of the Board of Education, School District personnel, other well-qualified and interested individuals, and I have methodically studied the ramifications of establishing a firm policy on discipline.

We shall undertake the first major effort in twenty years to improve discipline in the classrooms of the Philadelphia Public Schools. Of course, extremism can be harmful. A laissez faire procedure that permits disruptive behavior in the name of self-expression is as ill-advised as the notion of creating a rigid, complex process of discipline. We shall strive to reach a level that encourages inquiry and expression in the educational process, while at the same time stating unequivocally that there are basic rules of discipline and instruction that must be followed in our schools.

Discipline in the Philadelphia Public Schools is a starting point. It is our hope that this working draft will serve as a catalyst in beginning a dialogue that will eventually lead to changes in our discipline policies.

To this end we shall:

- Declare the implementation of Discipline in the Philadelphia Public Schools and the subsequent development of Individual School Codes of Discipline as one of the major professional activities of the Philadelphia Public Schools.
- Introduce systemwide the working draft through district and individual school meetings to familiarize our employees, parents, students, and other interested groups with the thrust of our efforts and to solicit their reactions.
- Establish an Advisory Committee representing all levels of the system for the purpose of monitoring systemwide reactions to our draft on discipline.

Midpoint in the 1976-77 school year, we shall convene a group of school personnel and community representatives to review the application of the discipline document and Individual School Codes of Discipline so that they may offer suggestions for the revision of our guidelines and make additional programmatic and administrative recommendations for the Board of Education's consideration.

In September, 1977, we will present final recommendations for the School Board's consideration.

In summary, we must re-emphasize the need for shared responsibility by all who assume a role in education in our schools. The ultimate solution to our problems will require personnel who possess and develop a high degree of skill and emotional strength to enable them to deal with interpersonal conflicts.

Michael P. Marino

Superintendent

ACKNOWLEDGMENTS

This publication, a working draft of Discipline in the Philadelphia Public Schools, is representative of the deep commitment of school personnel, parents, and community representatives to the study of discipline in our schools. Dr. Michael P. Marcase, Superintendent, and members of the Cabinet, have included among their highest priorities the task of delineating a philosophy of discipline, and procedures for its implementation, for the public schools of Philadelphia.

The preparation of the initial draft of this publication by Mr. Anthony V. Giampetro, Principal of Bartlett Junior High School, is acknowledged with grateful appreciation. The contributions of Dr. George DiPilato, Assistant to the Superintendent; Mr. S. Robert Finarelli, Executive Assistant, Office for Field Operations; and Dr. Alexander Shevlin, Director of Instructional Publications and Materials; in reviewing this publication are also acknowledged.

Of special significance has been the work of the Discipline Committee under the leadership of Mrs. Lawrence Boonin, Member of the Board of Education. The committee, composed of representatives from the schools and the community, met regularly during the past year to study the complexities of the subject and to formulate recommendations. To each member of the committee, sincere appreciation is expressed.

Finally, to the numerous members of the review committees under the leadership of the District Superintendents, and to all others who have contributed generously to this work, deep gratitude is also expressed.

CONTENTS

	Page
A MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS	i
ACKNOWLEDGMENTS	iii
INTRODUCTION	1
PHILOSOPHY OF DISCIPLINE	3
ADMINISTERING SANCTIONS	7
A. Taking Corrective Action	9
B. Individual School Codes of Discipline	10
C. Code Prohibiting Serious Student Misconduct	11
PROCEDURES	15
A. Suspension of Students	17
B. Off-Site Alternative Disciplinary Programs	18
C. Transfer to Remedial Disciplinary Schools	18
D. Suggestions for Dealing with Emergency Situations	21
E. School Employees as Witnesses in Legal Proceedings	28
F. Visitors to Schools	29
THE PRINCIPAL AND DISCIPLINE	31
A. General Considerations	33
B. The Principal in a Supportive Role	33
C. Resources Available to the Principal	35
D. The Principal and Staff Development	41
E. The Principal and Individual School Codes of Discipline	42
F. Corporal Punishment	43
THE STUDENT AND DISCIPLINE	45
A. General Considerations	47
B. The Student Bill of Rights and Responsibilities	48
THE PARENT AND SCHOOL DISCIPLINE	51
A. What Parents Can Reasonably Expect of Schools	53
B. What Schools Can Reasonably Expect of Parents	54

CONTENTS (Continued)

	Page
THE TEACHER AND DISCIPLINE	55
A. The Unique Role of the Teacher	57
B. The Teacher's Responsibilites in Discipline	57
C. General Principles of Good Classroom Management	58
D. Dealing with Disruption	59
E. Action Teachers Should Not Take	61
F. The Counselors' Role in Discipline	62
SUPPORTIVE PERSONNEL'S ROLE IN DISCIPLINE	65
BIBLIOGRAPHY	69

INTRODUCTION

Disciplinary problems in our public schools across the nation, and here locally in Philadelphia as well, have increased at an alarming rate during the past several years. National studies and polls all indicate that violence in our schools must be of primary concern to boards of education, educators, pupils, parents, and community leaders. The cost of this violence in human resources and dollars, which could better be spent to upgrade educational programs, becomes increasingly more difficult to bear. The time to reappraise our policies and practices relative to the problem of discipline in our schools is upon us now.

For more than two decades, the School District of Philadelphia has been guided in its approach to discipline by the contents of Administrative Bulletins 22, 22A, 22B, and its Home and School Supplement. Sufficient credit cannot be given to those who participated in the development of these bulletins. These publications provide masterful statements of philosophy, guidelines, policies, and recommended courses of action in dealing with disruption.

However, these bulletins were prepared for use prior to the existence of the Student Bill of Rights and Responsibilities, due process for pupils, court decisions affecting suspensions, specialized programs in increasing variety, paraprofessionals and other support personnel in increasing numbers, and changing roles, expectations, and values of other institutions in our society.

The present publication, therefore, is based on today's realities and imperatives. Much of it has been extracted from existing policy statements, administrative directives, and current practices. This publication aims:

1. To retain and re-emphasize sound principles of good teaching and good control;

2. To place all disciplinary policies and guidelines in one convenient reference source;

3. To provide a document containing suggestions for dealing with all types of disruptive behavior confronting the total staff in our schools today;

4. To suggest strategies for dealing with the overall problem of discipline in our schools with respect to the changing parameters in which staff must function;

5. To re-emphasize the need for shared commitment and responsibility by all who have a role to play in education in our schools.

There is no simple solution to the discipline problems in our schools, nor is there a magic formula for success in dealing with disruption. The problems of violence and disruption are "people problems." Their causes are deep-rooted and stem from many sources both within and outside of the school. The long-range solution to these problems will require personnel who have developed the skills and strategies to identify and remediate the causes of disruption.

PHILOSOPHY OF DISCIPLINE

PHILOSOPHY OF DISCIPLINE

Historically, schools have been developed and maintained for the purpose of preserving and promoting the basic values of the society in which they exist. In America, this means that the primary purpose of the public schools is to develop effective citizens for our democracy, citizens who accept American ideals and who act in accordance with the social and moral standards which characterize our democracy. All other objectives of our schools, however important and laudable in themselves, must be subordinate and contributory to this primary purpose.

Citizenship training becomes the primary obligation of the school, and such measures of discipline as are essential to the discharge of that obligation become a significant and integral part of all teaching.

There can be no statements on discipline without mention of sound basic principles of good classroom management; without some discourse on a realistic and relevant curriculum; without indication of the responsibilities of everyone who plays a part, directly or indirectly, in the instructional program; or without reference to the forces, institutions, and people who share in molding the minds and personalities of young people. It is an over-simplification to expect that overt acts of disruption and violence can be dealt with effectively by a list of prescriptive punishments. Effective solutions to disruption must address themselves to the causes and the climate of unacceptable behavior in addition to suggestions of punitive remedies.

Schools reflect the society in which they exist. A society characterized by increasing numbers of violent crimes, growing incidents of drug abuse, widespread permissiveness, and greater emphasis on citizen rights rather than citizen responsibilities can expect to witness increasing incidences of violence in its schools. Social institutions do not exist in a vacuum. They are a part of society and are influenced and affected by the changes taking place in society.

Schools are also agents for change in our society. We must see to it that each student learns through school experiences to recognize the essential worth of each individual and to respect rights; to adjust personal desires to the welfare of the group; to respect the rights and property of the group; to appraise one's own work honestly and fairly; to establish high standards of personal integrity; and to achieve and feel personal satisfaction in group success. The achievement of these ideals represents an awesome responsibility for the schools.

While society can assume that schools should accept their share of accountability for citizenship training, it must be recognized from the outset that schools cannot do the job alone. The influence of the family, community and pre-school training of the children served in our schools cannot be minimized. Parents cannot evade the important role they play in the development of the behavioral characteristics of their children. The parent is the child's first teacher and remains the most important teacher throughout the formative years.

A school program in citizenship training, however well intentioned and directed, could never approach the degree of influence which a parent has on a child. If this influence over character development and self-control is neglected, the task of the school becomes much more difficult. When the objectives of the school and the family are mutually consistent, the task of the school becomes more obvious to the pupil.

The School District of Philadelphia is committed to the goal of safe schools and an orderly process of instruction. This commitment requires that everyone, members of the Board of Education, central office personnel, school administrator, teacher, parent and student, assumes his or her share of responsibility toward the attainment of that goal. To do otherwise would be a great disservice to the young people of our community.

ADMINISTERING SANCTIONS

A. TAKING CORRECTIVE ACTION

B. INDIVIDUAL SCHOOL CODES OF DISCIPLINE

C. CODE PROHIBITING SERIOUS STUDENT MISCONDUCT

A. TAKING CORRECTIVE ACTION

Due to the size and diversity of The School District of Philadelphia, it is neither practical nor feasible to mandate a specific uniform code of behavior and course of corrective action to be followed, regardless of grade, in each of our schools. In the broader context, however, all schools and all professional staff members must be certain that:

a. Behavior codes and penalties levied for violations of these codes and designed to modify unacceptable or antisocial behavior are objective and just, reflecting the attitude, maturity, and intellectual level of the students.

b. Students are aware of the code and the penalties levied for violations.

c. Due process has been observed throughout in all instances.

Elsewhere in this statement on discipline, acceptable teacher responses for dealing with disruptive behavior are discussed. The following are measures which a school can take in dealing with disruption:

1. Student interview with the principal and/or designated disciplinarian
2. Temporary assignment to a discipline room, or "cooling off" area, if available
3. After-school detentions
4. Deprivation of privileges
5. A letter or phone call to the parent
6. Placing the student on daily report
7. In-house suspension if administratively possible
8. Reassignment or re-rostering of the student
9. Temporary suspension of the student
10. Financial restitution for acts of vandalism to school property
11. Assignment to an alternative program for disruptive students
12. Request for a lateral transfer of the student
13. Request for a remedial disciplinary transfer of the student
14. Request for expulsion of the student

The above constitute punishments determined by the school for offenses against the school. This list is not exhaustive, nor is a school restricted to any one form of punishment for any one offense.

In instances where disruptive behavior is so severe as to constitute not only an infraction of a school rule but a violation as well of local, state or federal law, school officials have every right to invoke legal sanctions against the guilty parties. In serious incidents of extortion, assault, deadly weapons, physical abuse, trespassing, etc., the guilty parties should expect the schools to involve appropriate law enforcement officials as the result of School District employees filing criminal charges.

A special caveat is included concerning the use of corporal punishment in Philadelphia. In light of the risks to be assumed, increasing numbers of legal restrictions placed on its use, and the availability of more effective means of dealing with discipline, personnel are advised that the use of corporal punishment to maintain discipline is prohibited. However, the exercise of the minimum reasonable force necessary to protect the person or property of oneself or another is not considered corporal punishment, but rather an act of self-defense, and is therefore not prohibited.

B. INDIVIDUAL SCHOOL CODES OF DISCIPLINE

No school effort to combat discipline can be considered complete without the existence of a school code of discipline. While general guidelines can be offered to assist schools in the creation of a sound code, each school must develop its own code tailored to its needs and resources.

A. Basic Considerations in Developing a Code of Discipline

1. Secure wide involvement in the development of the code
   a. Include professional and support personnel from the staff
   b. Involve parents and community members
   c. Involve students in accordance with their levels of maturity and ability
   d. Involve resource people from district and central offices
2. Identify the problems to be solved
   a. Conduct a study of the causes of disruptive behavior
   b. Identify the major problems
3. Be aware of legal provisions
   a. Recognize the rights and responsibilities of others
   b. Study the implications of recent court decisions, administrative directives, policies of the Board, etc.
4. Insure due process in the code

5. Be specific as to the responsibilities of students and staff

6. Be reasonable in determining punitive measures

7. Be consistent in the enforcement of the code

B. A Code of Discipline should be:

1. A comprehensive statement of the philosophy, policies, and disciplinary procedures of the school

2. Positive in approach, with heavy emphasis on protecting the rights of all individuals

3. Clearly written in concise, easily understandable language

4. Specific in providing a clear statement of possible consequences for misconduct

5. Fair in expectations and application

6. Regularly evaluated and updated to meet situational changes

7. Widely disseminated among staff, students, parents, and community

C. CODE PROHIBITING SERIOUS STUDENT MISCONDUCT

RULE 1. DISRUPTION OF SCHOOL

A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

Neither shall he engage in such conduct with the deliberate intention of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if such a disruption or obstruction is reasonably certain to result.

Neither shall he urge other students to engage in such conduct with the deliberate intention of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if a substantial and material disruption or obstruction is reasonably certain to result from his urging.

RULE 2. DAMAGE, DESTRUCTION OR THEFT OF SCHOOL PROPERTY

A student shall not intentionally cause or attempt to cause substantial damage to school property, or steal or attempt to steal school property of substantial value. Repeated damage or theft involving school property of small value also shall be considered an act of serious student misconduct.

RULE 3. DAMAGE, DESTRUCTION OR THEFT OF PRIVATE PROPERTY

A student shall not, either on the school grounds or during a school activity, school function, or school event off school grounds, intentionally cause or attempt to cause

substantial damage to private property, or steal or attempt to steal valuable private property. Repeated damage or theft involving private property of small value also shall be considered an act of serious student misconduct.

RULE 4. ASSAULT ON A SCHOOL EMPLOYEE

A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to any school employee.

Self-defense against bodily harm is not to be considered an intentional act under this rule.

RULE 5. PHYSICAL ABUSE OF A STUDENT OR OTHER PERSON NOT EMPLOYED BY THE SCHOOL

A student shall not intentionally do or attempt to do serious bodily injury to any person

(a) on the school grounds during and immediately before or immediately after school hours,

(b) on the school grounds at any other time when the school is being used by a school group, or

(c) off the school grounds at any school activity, function, or event.

Self-defense against bodily harm is not to be considered an intentional act under this rule.

RULE 6. WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon

(a) on the school grounds during and immediately before or immediately after school hours,

(b) on the school grounds at any other time when the school is being used by a school group, or

(c) off the school grounds at any school activity, function, or event.

This rule does not apply to normal school supplies like pencils or compasses but does apply to any firearm, any explosive including firecrackers, any knife, and other dangerous objects of no reasonable use to the pupil at school.

RULE 7. NARCOTICS, ALCOHOLIC BEVERAGES, AND STIMULANT DRUGS

A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind

(a) on the school grounds during and immediately before or immediately after school hours,

(b) on the school grounds at any other time when the school is being used by any school group, or

(c) off the school grounds at any school activity, function, or event.

Use of a drug authorized by a medical prescription from a registered physician and carried in a labeled Rx container, shall not be considered a violation of this rule.

RULE 8. REPEATED SCHOOL VIOLATIONS

A student shall not repeatedly fail to comply with directions of principals, teachers, or other authorized school personnel during any period of time when he is properly under the authority of school personnel.

This rule should be applied with circumspection. Basically, it is aimed at those students whose conduct is consistently at odds with normal school discipline and who do not respond to guidance or minor discipline. It also may apply to the student who stubbornly refuses to carry out some legitimate direction of his teacher or of other authorized school personnel. Consideration should be given to whether a student should receive severe, lenient, or perhaps no punishment for failure to comply with directions based on reasonable opinions held in good faith that the directions were unauthorized or detrimental to some proper interest.

RULE 9. DISRUPTIVE AND/OR OFFENSIVE USE OF LANGUAGE

Student shall not use language in any school publication, in any meeting of students or in messages through the public address system which is profane, obscene, intentionally disruptive or offensive to other students, faculty or the community.

In sum, school personnel must be certain when meting out punishment that:

a. it is fair

b. due process for all parties has been given

c. all legal guidelines have been observed

d. all State Code provisions have been met

e. all School District directives have been followed.

PROCEDURES

A. SUSPENSION OF PUPILS

B. OFF-SITE ALTERNATIVE DISCIPLINARY PROGRAMS

C. TRANSFERS TO REMEDIAL DISCIPLINARY SCHOOLS

D. SUGGESTIONS FOR DEALING WITH EMERGENCY SITUATIONS

E. SCHOOL EMPLOYES AS WITNESSES IN LEGAL PROCEEDINGS

F. VISITORS TO SCHOOLS

A. SUSPENSION OF STUDENTS

Definition:

A temporary suspension is exclusion from school and all school-related activities for a period of from one to three school days by the principal or vice principal. A temporary suspension may be extended from three to five school days provided the student and his parent are offered the opportunity for an informal hearing by the principal, vice principal, or disciplinarian.

Conditions for students in regular programs:

1. The principal, vice principal, or disciplinarian shall meet with the student prior to the suspension and discuss the reasons for the suspension; the student shall be offered an opportunity to explain why a suspension should not be given.
2. Students shall be permitted to make up examinations and work missed while being disciplined by suspension.
3. Notification of suspension shall be in writing and shall contain:
   a. The number of days of suspension
   b. The reinstatement date
   c. The reason(s) for suspension as provided in the Code Prohibiting Serious Student Misconduct
   d. The date for the informal hearing
4. Parents may be requested to come to school for a conference as a result of a temporary suspension, but the failure of a parent to appear is not sufficient basis for keeping the student on suspension.
5. A student who fails to return to school on the reinstatement date is to be taken off the suspension list and handled as an absentee; the usual procedures should be followed to encourage the student's return to school.
6. Every school shall maintain a record of all suspensions which shall include:
   a. Date of suspension
   b. Length of suspension
   c. Reason for suspension
   d. Date of return
   e. Number of times the student has been suspended during the current year.

7. Informal Hearings

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended, to demonstrate a case of mistaken identity, or to show that there is some compelling reason why the student should not be suspended. The informal hearing also encourages the student's parents to meet with school personnel to discuss ways by which future offenses can be avoided. At the informal hearing, the following due process requirements are to be observed:

a. Notification of the reasons for suspension in writing to the parents and the student

b. Sufficient notice regarding the time and place of the informal hearing

c. The right to cross examine witnesses

d. The student's right to speak and produce witnesses on his behalf.

B. OFF-SITE ALTERNATIVE DISCIPLINARY PROGRAMS

Each principal, before initiating placement of a student in an off-site program, must make sure that:

1. The student has been displaying serious disruptive behavior, and that clear and concise records were kept to document such patterns of behavior.

2. Thorough screening for academic and adjustment problems has been made, including a psychological examination.

3. Counseling sessions with student and parent have been held to determine the student's problem and to attempt remediation within the scope of the individual school services.

4. The off-site program meets both the academic and counseling needs of the student.

5. The Discipline Case Report to the district superintendent is made on Form EH 21, with all processes observed.

C. TRANSFER TO REMEDIAL DISCIPLINARY SCHOOLS

1. Action Taken by Principals

a. In General:

(1) Disciplinary Transfer Requests are to be prepared on an EH 21, Discipline Case Report.

(2) Disciplinary Transfer Requests are made by the principal to the District Superintendent.

(3) While the preparation of the report may be delegated, the final responsibility for its preparation rests with the principal.

(4) The request for transfer should contain sufficient information to afford the District Superintendent a sound basis for judgment.

(5) The language of the request should be clear and concise.

(6) The District Superintendent should not be committed to a particular course of action by the principal.

(7) If a current psychological examination (one completed within the prior twelve 12-month period) is not available, then a Request for Psychological EH 75 should be prepared and accompany the EH 21.

(8) At the Senior/Technical High School level, all procedures must be in accordance with the "Student Bill of Rights and Responsibilities."

b. Specifically:

(1) When a transfer to a disciplinary school is recommended by a principal, the school will on the same day notify the District Office of the principal's recommendation.

(2) The school will on the same day notify the student's parents by either telephone or letter, sent by mail, of the recommended transfer and arrange an appointment with the parent within three days. After a conference; or, if the parent does not appear for a conference, within the three days from the initial date of the suspension, the principal shall notify the District Office.

(3) If the parent fails to appear for the school conference, or after the conference if the principal still desires to transfer the student, the school will forward the EH 21 to the District Office.

2. Actions Taken by the District Superintendent

a. In General:

(1) Because of the limitation on the number of days of a suspension and the necessity to provide due process, the decision regarding the request for Disciplinary Transfer is to be made as promptly as possible.

(2) In emergency incidents involving assaults on employes, carrying deadly weapons, etc., every consideration to comply with the principal's request for Disciplinary Transfer must be given by the District Superintendent to insure that the student involved will <u>not</u> be returning to his/her home school.

b. Specifically:

(1) The District Office, on the same day as the receipt of the telephone call from the school, will arrange a District Office conference with the parent within three school days from the date of the telephone call. A letter will be sent to the parent by certified mail.

(2) The parent shall be advised at the school and at the district office conferences that his or her son/daughter has a right, in addition to the conferences, to an impartial hearing to determine whether or not he/she should be transferred.

(3) If the parent agrees to a recommended transfer to a disciplinary school, a waiver of hearing form will be signed by the parent either at the school or at the District Office. If a parent refuses to accept a transfer to a remedial disciplinary school, or fails to appear for both the school and District Office conferences, then the following procedure shall be followed:

The District Office shall send a letter within six school days from the initial date of the suspension by certified mail. This letter shall contain a statement of the reasons for the recommended transfer; a statement that there is a right to a hearing to contest the transfer; and all other pertinent information pertaining to the recommended transfer.

If a parent requests a hearing, such hearing shall be scheduled no sooner than three (3) days, nor later than ten (10) days, after the receipt of the request for a hearing. The District Office shall be responsible for arranging hearing dates with the various hearing officers.

If a hearing is held, and the hearing officer recommends a transfer to a remedial disciplinary school, then the parent shall be provided with a letter indicating his or her right to appeal this decision. This letter shall either be handed to the parent at the time of the first hearing if there is an immediate decision by the hearing officer, or shall be sent by certified mail to the parent, and the second hearing shall be scheduled no sooner than five (5) days, nor later than ten (10) days, after the decision of the first hearing is mailed to the parent.

3. Formal Hearings

Education is a fundamental right, and students must be afforded all elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing. A formal hearing may be held before the Board of Education or a duly authorized committee of the Board, preferably composed of no fewer than three members of the School Board. The decision of the hearing committee, when expulsion is recommended, must be taken to the Board. A majority vote of the entire School Board is required to expel a student.

At the formal hearing, the following requirements of due process are to be observed:

a. Notification of the charges in writing, sent to the parents by certified mail, and to the student

b. Sufficient notice of the time and place of the hearing

c. The right to a hearing before an impartial party

d. The right to be represented by counsel

e. The right to be presented with the names of witnesses against the student, and copies of their statements and affidavits

f. The right to demand that such witnesses appear in person and answer questions and be cross-examined

g. The student's right to testify and produce witnesses on his or her behalf

h. A record of the hearing; a copy of the record given to the student at the student's expense

i. The proceeding held with all reasonable speed.

D. SUGGESTIONS FOR DEALING WITH EMERGENCY SITUATIONS

An emergency situation exists as the result of an act or series of acts which

1. interrupt or obstruct the educational program,
2. are inimical to the health, safety, and welfare of others,
3. damage school property, or the property of others assigned or adjacent to the school,
4. disrupt or endanger the orderly operation of the school.

While the relative seriousness of incidents is as varied as their number, following are some recommended procedures for dealing with emergency situations:

EXTORTION

Staff Members:

1. Be alert to the existence of such activities.
2. Report incidents of extortion.
3. Protect identity of informant when possible.
4. Provide description of property taken, or the nature of the threats and type of fear induced.
5. Provide description of individuals and/or groups involved.

Principal:

1. Call suspects to office.
2. Offer chance to make restitution.
3. Conduct search if reasonable cause exists.
4. Seek assistance from Internal Security.
5. Notify parents of those involved.

6. Advise victim and parents of criminal filing procedures.
7. Take appropriate disciplinary action.
8. File Serious Incident Report.
9. Notify the district superintendent.

ALCOHOL

Staff Members:

1. Report incidents of alcohol on premises or its use by students.
2. Turn in physical evidence, if available.
3. Protect names of informants.
4. Have suspected users escorted to office.

Principal:

1. Confiscate intoxicants.
2. Note student's speech, breath, physical control.
3. Conduct search if reasonable cause exists.
4. Notify parents of those involved.
5. Request medical assistance in cases of illness.
6. Take appropriate disciplinary action.
7. Notify the district superintendent.
8. Refer to Directive on Drug Related Incidents, File 105, October 1, 1974.

FIGHTING

Staff Members:

1. Order students to desist.
2. When feasible, exercise necessary physical control to maintain order.
3. Call for assistance when help is needed.
4. Report incidents of fighting to principal or designated disciplinarian; include names of combatants, relative seriousness, probable causes, if known, etc.

Principal:

1. Provide first aid for injured.

2. Direct combatants to office.
3. Minimize involvement of other students.
4. Direct onlookers back to class.
5. Seek assistance from other adults, such as Internal Security and non-teaching assistants, if immediately available.
6. Interrogate participants and witnesses where possible.
7. Take appropriate disciplinary action; notify parents.

In extreme circumstances, the following steps may be considered:

1. Call police when internal attempts to control situation are insufficient; i.e., police, J.A.D., Civil Disobedience Unit, etc.
2. Use staff and students to identify witnesses, combatants, victims, etc.
3. File Student Accident Report.
4. File Serious Incident Report.
5. Seek assistance from Internal Security.
6. Notify the district superintendent.
7. Cooperate with police.
8. Organize, record, and file all pertinent information relating to the incident.

WEAPONS

Staff Members:

1. Be alert to the possible existence of weapons.
2. Record observation in detail.
3. Protect identity of informant.
4. Report presence or possible presence of weapons to the principal immediately.
5. Avoid alarming other students.

Principal:

1. Locate offending student.
2. Direct student to office.
3. Request assistance of other adults, such as Internal Security or non-teaching assistants, if available.

4. Confiscate weapon.
5. Do not attempt forcible disarming.
6. Institute search if reasonable cause exists.
7. Call police; submit confiscated weapon to police.
8. Notify parents of student(s) involved.
9. Take appropriate disciplinary action.
10. File Serious Incident Report.
11. Notify the district superintendent.

TRESPASSING

There is currently a City ordinance making it illegal to trespass on School District property without authorization. The ordinance provides that failure to obtain permission, within fifteen minutes, to remain on the premises constitutes a violation of the ordinance. The ordinance imposes a maximum fine of $300 and a maximum of ninety days in jail.

Staff Members:

1. Direct trespassers and/or outsiders to main office.
2. Report presence of outsiders to main office immediately.

Principal:

1. Direct outsiders to leave premises immediately.
2. Advise outsiders that trespassing is in violation of a City ordinance, and is a summary offense.
3. Secure description of trespassers.
4. Escort trespassers to exit door.
5. Seek assistance from Internal Security or non-teaching assistant (if immediately available) or local police if necessary.
6. If trespassers apprehended on school property refuse to leave, they should be held by the school security officer and turned over to the police.
7. Provide police with description of outsiders if they are dispersed before arrival of police.
8. If arrest is made, file Serious Incident Report.
9. Notify the district superintendent.

DRUGS

In cases involving possible overdose of drugs, refer to Administrative Bulletin No. 9, Medical Emergencies.

Staff Members:

1. Be alert to the existence of such materials.
2. Report incidents of drug usage or presence of drugs.
3. Protect identity of informant.
4. Turn in suspected drugs with report, when possible.

Principal:

1. Confiscate suspicious materials.
2. Conduct search if reasonable cause exists.
3. Submit confiscated materials to local police for analysis.
4. If narcotics are determined,
   (a) cooperate with local police in arrest
   (b) notify parents
   (c) take appropriate disciplinary action
   (d) file Serious Incident Report
   (e) notify the district superintendent.
5. If narcotics are not determined, destroy all communications relative to the reporting of the incident.
6. Refer to Directive on Drug Related Incidents, File 105, October 1, 1974.

ASSAULT/BATTERY

Staff Members:

1. Exercise degree of self-defense necessary to terminate assault.
2. Lend assistance to victim; exercise that degree of physical constraint necessary to terminate assault.
3. Seek assistance from other adults.
4. Report incident immediately; identify assailant, victim, circumstances of incident, location of incident, etc.
5. Exercise the right to press charges.

Principal:

1. Proceed directly to scene and lend assistance.
2. Confiscate weapons if present; terminate assault.
3. Seek assistance from adults, if necessary.
4. Provide first aid, if necessary.
5. Direct participant to office.
6. Maintain control.
7. Secure statements from those involved.
8. Advise victim of right to file criminal charges.
9. Notify parents of students involved.
10. Take appropriate disciplinary action.
11. File Serious Incident Report.
12. Notify the district superintendent.

MASS WALKOUTS

Staff Members:

Report incident, or rumors of impending incident, immediately.

Principal:

1. Check and assess situation personally.
2. Alert all staff members, preferably through a prearranged code.
3. Urge students to return to class.
4. Advise students of lawful means of resolving grievances.
5. Initiate meeting with student leaders.
6. Advise participants that non-compliance will result in disciplinary action against participants.
7. Seek assistance from Internal Security and N.T.A.'s, if readily available, to contain situation.
8. Call police if disruptive activities do not cease.
9. Notify the district superintendent.
10. Notify parents of all offenders.

11. Take appropriate disciplinary action.

12. File Serious Incident Report.

VANDALISM

Staff Members:

1. Identify vandals, if known.
2. Terminate vandalism, if possible; seek adult assistance, if necessary.
3. Report incidents of vandalism immediately.
4. Leave scene of vandalism intact; preserve evidence.

Principal:

1. Assess extent of damage.
2. Notify the district superintendent of major damage.
3. File Serious Incident Report.
4. Notify local police of major damage or loss.
5. Cooperate with local police in investigation.
6. If vandals are students, take appropriate disciplinary action.
7. File criminal charges, if warranted.

BOMB THREATS

Staff Members:

1. Be alert to the existence of such activities.
2. Notify principal immediately upon receipt of a bomb threat.
3. Maintain evidence of bomb threat if communication is received in writing; make notation of exact words used if received by telephone.

Principal:

1. Arrange to evacuate the building, unless there is reason to believe the threat is a hoax.
2. Do not sound the fire alarm.
3. Always call police emergency and report threat.
4. Cooperate with police in evaluating incident and conducting search if deemed necessary.
5. If suspicious device is found, evacuate building in orderly fashion.

6. Do not touch or attempt to defuse suspicious devices.

7. File Serious Incident Report, whether or not bomb threat is a hoax.

8. Notify the district superintendent.

E. SCHOOL EMPLOYEES AS WITNESSES IN LEGAL PROCEEDINGS

When criminal charges are filed, school personnel appearing as witnesses are advised to:

1. Act as naturally and as relaxed as possible.

2. Be attentive to all questions asked.

3. Answer each question as succinctly and completely as possible.

4. Pause briefly before answering each question in order to gather thoughts carefully; do not be hurried into answering.

5. Withstand attempts by counsel to create feelings of uneasiness.

6. Avoid drawing conclusions when giving testimony.

7. Give objective answers; do not offer subjective opinions.

8. Avoid cluttering testimony with irrelevant and immaterial information.

9. Avoid using educational terms or titles such as A.I.D. Program; Motivation Program; etc.

10. Relate the facts as they are known and in a manner intelligible to others who were not present at the time of the incident.

11. Refrain from answering questions that are not clearly understood, and to request clarification.

12. Provide only information which is readily in mind and does not have to be "looked up."

13. Avoid offering documents into testimony; other procedures exist for introducing them.

14. Avoid attempting to justify any answer or to argue with counsel.

15. Stop giving testimony when counsel begins to speak.

16. Avoid the use of humor when testifying.

17. Avoid the careless use of pronouns which may confuse the court.

Both the Legal Department and the Office of Internal Security are prepared to offer assistance to School District employees who are involved in legal proceedings related to disciplinary matters. This assistance includes escort service to hearing and court procedures.

F. VISITORS TO SCHOOLS

Acts of violence in our schools are committed by both those who attend our schools and those who are not enrolled in our schools.

The following guidelines have been developed to help minimize acts of aggression, vandalism, and general disturbance performed by unauthorized persons in the schools:

1. Post at all entrances to schools, and at other appropriate places, a copy of the City of Philadelphia Anti-Trespass Ordinance and a copy of the School District Visitation Regulations.

2. All authorized visitors in a school building must sign a register in the office (or other designated location) prior to going to any other location in the building.

3. Each person's reason for being in the school must be verified by office personnel.

4. Each visitor is to be provided with a visitor's badge and is required to wear the badge on outer clothing throughout the authorized visit.

5. At the conclusion of the visit, the identification badge is to be returned to the main office of the school.

6. All School District personnel who may be visiting a school must wear identification badges on outer clothing at all times during the visit.

7. School staff members who observe visitors in a school building without identification badges are to report their presence in school to the main office immediately.

8. Failure of a visitor to comply with the above procedures, and subsequent failure to obtain consent within 15 minutes after entry on school premises, shall be presumptive evidence of violation of the City Ordinance.

THE PRINCIPAL AND DISCIPLINE

A. GENERAL CONSIDERATIONS

B. THE PRINCIPAL IN A SUPPORTIVE ROLE

C. RESOURCES AVAILABLE TO THE PRINCIPAL

D. THE PRINCIPAL AND STAFF DEVELOPMENT

E. THE PRINCIPAL AND INDIVIDUAL SCHOOL CODES OF DISCIPLINE

F. CORPORAL PUNISHMENT

THE PRINCIPAL AND DISCIPLINE

A. GENERAL CONSIDERATIONS

As the administrative leader of a school, the principal plays a unique role in the development of an acceptable level of discipline in the school. Incumbent in the role of principal is a large share of the responsibility for the conduct of both full and part-time students to and from school and en route to educational experiences outside the school.

An effective school leader understands the tremendous influence that must be brought to bear to find solutions for school problems. No administrator should think that these problems may be solved by one person.

As school leaders, principals possess great influence with their staffs in identifying those disciplinary problems which create the greatest disruption to instructional programs. Principals must assume leadership in investigating the causes of these disruptions and in suggesting remedies to combat the causative factors. In coordinating the efforts of the staff, the principals are aware of their special responsibilities and obligations to:

Follow administrative directives and policies.

Provide for the best conditions of teaching and learning.

Acquaint themselves with the students, parents, community and staff.

Adapt measures to the specific needs of the students.

Know and use the resources of the School District to deal with the special problems of students.

Know the community agencies that may be called upon for special assistance.

Observe due process procedures in relation to staff, students, and parents.

As modern school leaders, principals must accept the fact that there is no substitute for their own good example. Those qualities which they desire to see in others are those which they themselves must demonstrate. A principal's appreciation of good planning is exemplified by a sound, orderly school organization. A desire for teacher consistency is exemplified by a principal's own consistent approach in dealing with problems. The quest for others to accept their share or responsibility for discipline is exemplified by the principal's personal involvement in disciplinary matters, and the desire that staff members be knowledgeable regarding the resources of the school is best exemplified by the principal's awareness and use of School District resources.

B. THE PRINCIPAL IN A SUPPORTIVE ROLE

The principal has the responsibility to see that in each school there is a procedure that has been developed for dealing with either single serious incidents or cumulative patterns of unacceptable behavior.

Administrators have every right to expect that teachers will do all within their power to remedy infractions of classroom and school rules, and teachers have every right to expect assistance and support in serious cases or rule infractions, or when their own attempt to remediate have been unsuccessful.

Among the things that a principal can do are:

1. Before the Fact

   a. Keep teachers aware of special conditions within the school

   b. Conduct or organize staff development sessions on successful classroom practices.

   c. Develop with staff, students, and parents procedures for handling crisis situations.

   d. Disseminate this information to all affected groups.

   e. Provide orientation for special problems faced by the students in a particular school.

   f. Involve the staff, students, and parents in the development and periodic review of a school code of conduct.

   g. Jointly develop with parents, students, and staff a plan to deal with cumulative disruptive pupil behavior.

   h. Disseminate this information to parents, students, and staff.

   i. Keep teachers informed of special events, and community activities.

   j. Provide teachers with various opportunities to learn about the community, and provide opportunities with which they can identify.

   k. Encourage teachers to notify administrators of special situations, rumors, impending difficulties, etc.

   l. Discuss with teachers the reasons behind administrative decisions relative to discipline.

   m. Keep teachers well-informed and up-to-date relative to all administrative directives, court decisions, etc., and apprise staff members of the actions taken, and reasons for, administrative decisions.

   n. Keep all lines of communication open.

2. During a Disruptive Incident

   a. Respond immediately to serious situations and provide medical assistance and examination.

   b. Provide for and understand the possible emotional involvement of the teacher.

   c. Respect the dignity of the teacher as a professional.

   d. Allow a teacher time to regain composure.

   e. Offer immediate relief to the teacher if necessary.

f. Advise the teacher of each citizen's responsibility to file criminal charges in serious incidents such as assault, theft, etc., and be prepared to support the teacher and assist in the process.

3. After the Fact

a. Follow through on decisions made relative to the indicent.

b. Evaluate the reaction to the incident with the teacher; indicate how it might better have been handled, if necessary.

c. Attempt to discover the causes of the incident.

d. If possible, include in any plan of remediation an attempt to eliminate the causes of the incident.

e. Inform the teacher of remedial measures taken.

f. Maintain thorough records of the incident.

g. Utilize available resources in remedying the incident.

h. Keep lines of communication open.

C. RESOURCES AVAILABLE TO THE PRINCIPAL

1. Curriculum

a. Law-Related Education: Courses in law-related education can be developed in an attempt to motivate students to live effectively and successfully within our legal system. These courses provide pupils with the skills to utilize the democratic process to improve society. These courses would stress the limit of authority, the assumption of responsibility by all citizens, the citizens' entitlement to due process, and definitions of justice.

Law-related education goes beyond simply reading about good citizenship, but rather places emphasis on living the law.

b. More Effective Use of Existing Guidance Periods: Each principal should have the responsibility to see that there is an effective program of guidance in each school. This should start with the classroom teacher who should develop, with the class, proper rules of conduct. These should be reinforced in small groups by the counselor. The mandated guidance period of the middle and junior high schools could effectively be used to develop, review, and reinforce individual school codes of conduct.

Lessons could be developed aimed at reducing the number and severity of personal confrontations, petty crimes, vandalism, and conflict.

Additional emphasis should be placed on utilizing principles of law in the resolution of conflicts.

Guidance counselors should make effective use of guidance periods for group counseling sessions aimed at reducing disruption.

c. Curriculum Relevancy: Curriculum materials need to be relevant and meet changing student needs and interests. There should be a periodic review and evaluation of the effectiveness of the curriculum in each school. It is the responsibility of each principal to formulate such curriculum after consultation with parents, staff, and students, and with the assistance of the Department of Instructional Services.

2. Scheduling

Periodic evaluation of scheduling practices should be undertaken to assure that the school organization:

a. Is characterized by well balanced schedules and programs.

b. Makes every attempt to eliminate the anonymity of its students through the implementation of "House Plans" or "School-within-a-School" concepts.

c. Provides for effective movement of students and classes.

d. Provides for adequate supervision at entrance, change of period, and dismissal times.

e. Provides for the optimum utilization of existing facilities.

f. Strives for proper student placement and classification in light of student needs.

g. Takes into account special abilities and talents of its personnel.

h. Provides alternatives for those students with individual problems.

3. Deployment of Personnel

Because schedules and programs change, principals must periodically evaluate the deployment of available personnel. In doing so, principals must be mindful of:

a. Locations which may contribute to disruption; e.g., entrances and exits; lunchrooms; play yards; narrow corridors; stairwells; dimly lit areas; etc.

b. Activities which may have the potential for disruption, such as parties, dances, athletic events, rallies, graduation exercises, holiday celebrations, fire drills, excursions, etc.

c. Times of day which have the potential for disruption, such as lunch periods, afternoons, recess, early dismissals, etc.

d. Special conditions which may contribute to disruption; e.g., excessive absenteeism by the staff, outside community tensions, sudden changes in weather, rumors, presence of outsiders, previous incidents of disruption, neighboring schools with dissimilar calendars or schedules, etc.

4. Student Placement Policies and Procedures

There should be clearly established procedures for individual screening of students so that they will be placed in the most appropriate instructional program with opportunity for reassignment within the regular network to special education programs. The most effective disciplinary measures are those that are preventive in nature. Careful attention to the proper placement of students within a given learning environment may do much to offset possible problems. A comprehensive, on-going student placement process should be developed and implemented in each school so that each student is placed in a situation that is properly challenging. Consideration needs to be given to:

a. Student placement meetings within schools and with feeder schools that:

(1) provide for the development of a program for proper placement for every student with special attention to new admissions

(2) identify students of high potential who are falling short of working to their maximum capacity

(3) identify possible disciplinary problems

(4) identify the needs of students who have exhibited behavior problems.

b. "In-house" student placement meetings to:

(1) identify emerging disciplinary cases

(2) evaluate pre-term placement of students

(3) suggest alternative placement possibilities for problem cases

(4) suggest resources to be used to assist students in their adjustment problems

(5) maintain school flexibility in responding to adjustment problems

5. Early Identification and Intervention

Much needs to be done in the early identification of special learning problems, and more needs to be done in the placement of these students in adaptive programs. Continued frustration with academic tasks leads to boredom which eventually manifests itself as a disciplinary case; continued failure leads to hostility and disruption of a school program.

Principals, counselors, and teachers need to be ever-alert to the characteristics and symptomatic expressions of serious learning problems. Once identified, psychological services need to be involved to recommend placement in appropriate specialized programs. Counselors can be helpful to parents in interpreting the need for specialized services and assisting them in understanding and accepting the services.

6. School Procedures

The principal has the responsibility to see that in each school there are developed cooperatively procedures for dealing with cumulative disruptive behavior and with single serious incidents. The procedures must outline methods that may be utilized prior to considering suspension.

7. Alternatives to Suspension

As a result of due process requirements for students and time limitations placed on suspensions by the courts, individual schools need to explore alternatives to the suspension of students, such as:

a. Individual student conferences that may lead to referrals to parents, counselors, and teachers

b. Individual School Alternative Programs

Schools experiencing serious disciplinary problems should consider the development of an alternative program tailored to the needs of disruptive youth. Alternative programs are not supplementary to other programs, but represent a restructuring of the learning environment to provide a reinforcing, non-threatening atmosphere which emphasizes group interaction. While the academic components of alternative programs continue to provide instruction in the basic skills, the alternative program is characterized by:

(1) highly individualized curriculum

(2) flexibility focused on individual student interest

(3) use of a variety of school and community resources

(4) use of a variety of media

(5) more personalized interaction with a heavy stress on counseling

(6) students sharing in the responsibility and definition of educational goals

(7) off-school sites where this would be desirable.

c. "Cooling Off" Room

If administratively possible, a school may consider setting aside a "cooling off" room for minor disciplinary problems in an attempt to offer immediate relief by removing the problem student from the classroom. Assignments to the room may be from one to several hours. The project is founded on the belief that more personal attention, a "cooling off" or tension reducing period, and an alternative to suspension may benefit both the pupil and the classroom situation.

Students assigned to the room are under adult supervision and are required to continue with their regular classroom assignments.

Immediate objectives of the "cooling off" room teacher are to:

(1) Serve as a concerned listener

(2) Motivate and encourage behavior that facilitates problem solving.

(3) Counsel and assist in self-realization.

d. Behavior Contracts

Behavior contracts are mutually negotiated agreements between students and teacher to reach prescribed behavior goals. The advantages of behavior contracts may be listed as follows:

(1) They deal with specific acts of non-conformity.

(2) The students are aware that what they did was unacceptable.

(3) The students are thoroughly involved in analyzing their non-conformity.

(4) The students realize what they must do to improve.

e. Advocacy Program

Under the Advocacy Program, each student selects a staff member to act as an advisor in the event of a minor problem. The advocate then becomes directly involved in adjusting minor disciplinary problems. The advantages of an advocacy program are:

(1) The advocates are able to analyze the causes for the disruption.

(2) The student is made aware of the reasons why his behavior was unacceptable.

(3) The student is involved in planning for the adjustment of the problem.

(4) Informal counseling is a natural follow-up activity for the advocate and student.

(5) An immediate person-to-person solution is offered to a minor problem.

(6) Wide based staff participation is effected in remedying minor problems.

f. "In-House" Suspension

This program requires that the student attend school but is restricted while in school to a suspension room. This room is staffed by a teacher, and a program of studies is carried on with a very strong counseling component. A student can be assigned for varying periods of time, and attendance in regular classes can be either entirely or partially restricted.

The advantages of this program are as follows:

(1) The student remains under the supervision of the school staff.

(2) The program is flexible (duration of assignment, attendance in other classes, etc.).

(3) The student's school work continues.

(4) The student does not enjoy a vacation from school.

(5) Supportive counseling services are available.

(6) The program does not perpetuate a feeling of alienation from school.

(7) The program retains "out-of-school" suspension, if needed.

(8) There is no need for formal reinstatement from an "in-house" suspension.

8. Suspension

The administration in our schools reserves the right to use "out-of-school suspension" for instances where, in the opinion of the principal, the student could not work in the regular school atmosphere, eliminating the need to leave a disruptor in the classroom, even temporarily, to infringe upon the educational rights of fellow students.

Suspension, if used wisely, is an effective tool in dealing with disciplinary problems; and, as with all other forms of punishment, if over-used or used without discretion, its effectiveness becomes diminished.

a. Advantages of Suspension:

(1) Offers immediate relief by removing the student from the scene of difficulty

(2) Immediately defuses a situation when the final resolution is not yet assured.

(3) Is a forthright display of the dissatisfaction of the school with the behavior of student

(4) Provides for the immediate withdrawal of all school-related privileges for the suspended student

(5) Is the most serious request a school can make for the involvement of parents in the remediation of a problem

b. Disadvantages of Suspension:

(1) May not deal with the causes of disruption

(2) May not guarantee parental involvement in the solution of the problem

(3) May be just what the student desires

(4) May not imply that any adjustments have been made, or that any behavior modification can be expected.

9. Pooling Resources

Serious consideration needs to be given to the possibility of having several neighboring schools, each facing serious disruptive incidents, pool their individual alternative program resources toward the development of a shared program designed to meet their collective needs. For example, several secondary schools within a given district, following established procedures for the placement of students, pool their individual financial resources to establish an off-site alternative learning center for their use. The pooling of resources may provide the financial capability of supporting the off-site center that could not be achieved by the schools individually.

While the participating schools are in the best position to identify their needs, the resources of the district office and the Alternative Programs Office are required in the organization, implementation, and evaluation of the project.

Essentially, the plan requires the participating schools to:

a. Reassess their current needs and allocations of existing alternative program resources,

b. Cooperatively design their common program,

c. Receive support of the district office and the Alternative Programs Office.

10. Extracurricular Activities

Schools experiencing increasing disciplinary problems may wish to consider the use of extracurricular funds to develop effective programs.

11. Community Based Agencies

There are a variety of mental health and social service agencies, as well as other community organizations, with the capability of assisting young people with their problems of interpersonal relationships, impending maturation, and social adjustment. Principals, counselors, and other staff members should acquaint themselves with the services of these agencies. In some instances, the agencies may work independently of each other, and, if not well coordinated, their services may either overlap or become unknown and unused.

D. THE PRINCIPAL AND STAFF DEVELOPMENT

Disciplinary problems in classrooms and schools are often cited as being among the most serious obstacles to student progress and good staff morale. Increasing numbers of disruptive incidents consume valuable time and energy of teachers and administrators. Thus, each school must give careful consideration to staff development programs and needs in the area of discipline.

Effective school principals accept the responsibility for keeping informed and, hopefully, have developed the skills necessary to guide the in-service education of staff. The specific content and approach to staff development must be determined by the needs of each school. Schools that are plagued by serious disruption must take a more direct approach in their staff development programs than schools which have successfully maintained a desirable level of discipline.

Most school staffs have both experienced and inexperienced personnel. The following are suggested topics which may be considered in the presentation of staff development programs to each group:

A. Staff Development for New Teachers

1. A thorough familiarization with the code of discipline of the school
2. A thorough understanding of the philosophy of discipline of the School District
3. An examination of the possible causes of disruption
4. Instruction in the principles of good classroom management
5. An exploration of the teacher's role and responsibility in discipline
6. Responses teachers should and should not make in dealing with disruption
7. Reacting to an emergency situation
8. The school community: its problems, mores, and subcultures
9. The educational and human needs of students
10. The identification of learning problems
11. Problem-solving clinics

B. Staff Development for Experienced Teachers

1. Review of the school code of discipline
2. Discussion of the teacher's role and responsibility in discipline
3. Involvement of staff in the identification of problems and the formulation of suggested remedies
4. Use of special talents and skills of staff members in the search for solutions to problems

The approach which the school staff employs in staff development programs in discipline is dictated in part by:

1. The level of sophistication of the staff relative to disciplinary problems
2. The nature, extent, and severity of the problems
3. The special needs, talents, and abilities of staff members
4. The availability of special resources and facilities.

E. THE PRINCIPAL AND INDIVIDUAL SCHOOL CODES OF DISCIPLINE

Every school must have a written student code available to all concerned. A fair, realistic, and comprehensive statement of school policies, discipline, due process procedures, and consequences of misconduct will build a strong base for any discipline program.

While general guidelines can be offered to assist schools in the creation of a sound code, each school must develop its own code which reflects the needs of that individual school and addresses itself to that particular school situation. A code of discipline that is tailored to the specific needs and resources of a school is a first step in the reduction of violence and disruption.

It is imperative that students, teachers, administrators, and parents become involved in the process of developing individual school codes of discipline.

F. CORPORAL PUNISHMENT

(It must be noted that the use of corporal punishment as a means to maintain discipline and the use of physical force to quell serious disruptions or to protect one's self are two separate matters.) The current status of the use of corporal punishment in the Philadelphia Public Schools is determined by the following Board resolution:

> RESOLVED, That the use of corporal punishment to maintain discipline in the Philadelphia Public Schools is forbidden, except as follows:
>
> Only in extreme and exceptional cases, and after every other possible remedial measure has been applied, may corporal punishment be administered by the principal. In these instances, certain definite precautions must be taken. The principal should:
>
> 1. Secure the written permission of the student's parent
> 2. Be sure to have the proceeding witnessed by an adult staff member
> 3. Take every precaution to avoid any charge of cruelty or brutality
> 4. Make a complete record of the facts in the case
> 5. Send a full report to the district superintendent
>
> Even after the exercise of every precaution, the principal should be aware that in administering corporal punishment he is assuming a heavy responsibility and incurring a real risk.
>
> . . .Corporal punishment, as used herein, shall not include reasonable action taken by any employe in self-defense against physical assault or to prevent physical injury to another person, and be it
>
> FURTHER RESOLVED, That all resolutions and regulations inconsistent herewith are hereby rescinded insofar as they are inconsistent.

In addition, the adopted Student Bill of Rights and Responsibilities states:

> "Students shall not be subjected to corporal punishment."

Therefore, corporal punishment may be used only under the conditions listed above, by the principal with students below the senior high school levels.

In the recent U.S. Supreme Court affirmation of a federal court ruling regarding the use of corporal punishment (Baker vs. Owen) it was decided that procedural rules must be observed before corporal punishment can be administered. In general:

a. Warn what specific misbehavior will result in corporal punishment

b. Use corporal punishment only after other deterrents fail

c. Use corporal punishment only in the presence of an adult staff member

d. Report the incident to the parents if they so request.

In light of the assumed risks, the increasing number of legal restrictions placed on its use and the development of more effective means of dealing with discipline, principals are advised that the use of corporal punishment to maintain discipline is a very hazardous and dubious course of action.

THE STUDENT AND DISCIPLINE

A. GENERAL CONSIDERATIONS

B. THE STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

45

A. GENERAL CONSIDERATIONS

If schools are to reflect the democratic society in which they exist, then they should be characterized by a climate of mutual respect and concern for individual privileges and responsibilities. To foster this atmosphere of mutual respect, it is reasonable to assume that students' expectations of schools, and the expectations of schools in the area of discipline are of equal importance.

1. What Students Can Reasonably Expect of Schools
   - a. Interpersonal relationships built upon mutual respect
   - b. A sound educational program
   - c. A school climate that is relatively free of violence and disruption
   - d. An opportunity to participate in all facets of school life activities
   - e. A written code of discipline containing
     - (1) Clear and concise language
     - (2) Reasonable expectations of student conduct reflecting the maturity levels of the pupils
     - (3) Reasonable consequences for failure to meet these expectations
     - (4) An opportunity for student input, consistent with the maturity level of the pupil, in the development of a school code of discipline
   - f. A respect for the legal rights of a student as a citizen of a free society
   - g. Due process in the administration of disciplinary measures
   - h. Access to school resources: counselors, support personnel, and program offerings
2. What Schools Can Reasonably Expect of Students
   - a. Interpersonal relationships built upon mutual respect and courtesy
   - b. Respect for authority as vested in teachers, support personnel, and administrators
   - c. Compliance with city, state, and federal laws
   - d. Compliance with reasonable rules of conduct as expressed in the school code of discipline
   - e. Regular and punctual attendance in school and every assigned class
   - f. Conscientious effort in school work

B. THE STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The effective implementation of the Student Bill of Rights and Responsibilities can assist in the development of a sound school program to reduce pupil violence and disruption. Many of students' rights granted by the bill have been affirmed elsewhere by recent court decisions and administrative directives. Other rights contained in the Student Bill of Rights and Responsibilities have traditionally been found among sound goals of education; i.e., student involvement in student government, student participation in decisions affecting curriculum, and freedom from unreasonable or excessive punishment. Schools in a democratic society cannot do less than respect the basic rights of our citizens.

However, the full implementation of the Student Bill of Rights and Responsibilities implies that emphasis be given to the responsibilities of students equal to that given to their basic rights. For example, Articles 10 and 11 of the Student Bill of Rights and Responsibilities state:

"In light of the creation of these orderly procedures for dealing with student concerns, no student shall disrupt the educational process within a school.

Every member of the school community, including student, parent, the school staff, has the responsibility to promote regular attendance at school, orderly conduct and behavior, freedom from fear of insult or injury, and maximum opportunities for learning on the part of each student."

A careful examination of the commentary, which is an integral part of the bill, reveals that the following provisions relative to pupil responsibilities need to be thoroughly explored and enforced:

"School authorities shall prohibit and can censor material which is obscene according to current legal definition; which is libelous, offensive, or which inflames or incites students as to create a clear and present danger of the commission of unlawful acts on, or of physical disruption to, the orderly operation of the school."

"If the students post material which may contain obscene, libelous, or generally offensive language, they will be subject to the following punishment: a reprimand, a suspension or expulsion, according to the merits of the case."

"Guidelines shall restrict forums from the following: violation of attendance regulations, obscenity, inflammatory language, inciting students to riot, clearly endangering the health or safety or members of the school community, or clearly disrupting the educational process."

"In no case shall an ombudsman supersede the right or obligation of a parent to counsel, protect or represent his/her son or daughter."

"Students also have responsibilities. These responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all they shall, with the administration and faculty, share the responsibility of developing a climate in the school that is conducive to wholesome learning and living."

Finally:

"Students' rights also entail responsibilities. Self-respect and respect for others are among the *major goals of this document. No student has the right to interfere with the education of fellow* students. It is the responsibility of each student to respect the rights of all who are involved in the educational process. In no way does this Student Bill of Rights and Responsibilities diminish the legal authority of the Board of Education to deal with disruptive students. This resolution recognizes the student's responsibility for his conduct and at the same time extends the range of his responsibility."

The principal, as caretaker of the rights and responsibilities of all members of the school, is obliged to enforce both the rights and responsibilities of students as outlined in the Student Bill of Rights and Responsibilities. To do less than to enforce each with equal vigor and vigilance is to create a distortion in the minds of the students as to their role as effective citizens in a democratic society.

THE PARENT AND DISCIPLINE

A. WHAT PARENTS CAN REASONABLY EXPECT OF SCHOOLS

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THE PARENT AND SCHOOL DISCIPLINE

The responsibility for education for constructive citizenship cannot be assumed by the school alone. It is reasonable to expect that parents should strive to help their children believe in the importance of honesty, respect for law, respect for public and private property, and respect for the rights of others. The obligations of the school in this regard are no less. When both parties, parent and school, work diligently toward the fulfullment of these obligations, each individual child benefits. This partnership of parent and school is characterized by reasonable expectations that each has for the other.

A. WHAT PARENTS CAN REASONABLY EXPECT OF SCHOOLS

1. Courteous and professional treatment by all staff members
2. A school code of discipline which is
   a. Written in clear and concise language
   b. Readily available to both students and parents
   c. Explicit in intent
   d. Fair in content and consistent in application
   e. Designed to reflect the needs and desires of the community
   f. Indicative of input by students relative to their maturity, and by parents
3. An opportunity for parents to be involved when a student is experiencing difficulty
   a. Information on what has happened
   b. Information on what the consequences will be
   c. Information on possible appeals
   d. Ample opportunity to be heard
4. Communications from school when a student is having
   a. Academic problems
   b. Adjustment problems
   c. Attendance and/or punctuality problems
   d. Police and/or court related problems
5. Information on whom to contact and the best way of making contact in the event of problems
   a. Title of the person
   b. Responsibility of the person

c. Accessibility of the person

d. Organizational structure of the school

B. WHAT SCHOOLS CAN REASONABLY EXPECT OF PARENTS

1. Courteous treatment by parents

2. Assurance of students' compliance with approved codes of discipline

3. Explanation of school rules to younger children

4. Contact with school personnel concerning:

   a. Rules which are not understood

   b. Changes in rules parents would like to suggest

   c. Suggesting possible solutions to problems

5. Explanation, and questioning of student Progress Reports

   a. Question students' program of studies

   b. Seek out reasons for failing grades in subject, work habits and behavior

   c. Examine attendance and punctuality data carefully

6. Work with school personnel whenever special services are indicated for the student

7. Involvement in all aspects of the student's school life

8. Interest in:

   a. Courses taken

   b. Texts and materials used

   c. Lessons studied

   d. Homework assigned

   e. Rosters and schedules

   f. Results of standardized and teacher-constructed tests

9. Exercising their right to confer with school personnel whenever the need is seen by student and/or parent

10. Fulfilling their obligation to confer with school personnel whenever the need is seen by school personnel

11. Becoming active participants in home and school association meetings, functions, and projects

12. Providing for the physical needs of the students

13. Maintaining contact with the school

THE TEACHER AND DISCIPLINE

A. THE UNIQUE ROLE OF THE TEACHER

B. TEACHER RESPONSIBILITIES IN DISCIPLINE

C. PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

D. DEALING WITH DISRUPTION

E. ACTIONS TEACHERS SHOULD NOT TAKE

F. THE COUNSELORS' ROLE IN DISCIPLINE

A. THE UNIQUE ROLE OF THE TEACHER

Because of the teacher's constant involvement with students, no other single individual affects the tone of the school more then the teacher.

At any one time, the teacher may be cast in the role of instructor, guide, helper, parent, symbol of authority, minister, counselor, advocate, intermediary, buffer, disciplinarian, enforcer of rules, judge, member of "the establishment," and friend. Regardless of whether or not a teacher can effectively assume these roles, the fact is that the teacher is viewed in this manner by the students. It is because of these perceptions that a teacher is placed in a pivotal position in all school functions and programs, including that of discipline. As a member of the professional staff, a teacher must be actively involved in the formulation, revision, instruction, and enforcement of the rules and code of discipline of the school. These responsibilities cannot be abdicated, nor should they be.

B. THE TEACHER'S RESPONSIBILITIES IN DISCIPLINE

Each teacher must understand that preventive discipline is always preferable to remedial discipline, and also, that:

1. The control of students in the classroom is a responsibility that belongs first to the teacher.
2. The teacher must accept responsibility for situations dealing with discipline or for obtaining help whenever and wherever these occur within a school.
3. Good control is the outgrowth of good planning, good management, and good teaching.
4. Certain behavioral characteristics are the result of a child's progress through successive levels of maturity.
5. Respect from students is earned, and the amount of respect returned is related to the amount and manner given.
6. Students adhere best to those rules and standards in whose formulation they played a role.
7. The majority of any group accepts and observes group standards.
8. Generally, students react more to positive incentives.
9. In dealing with disruptive behavior, each teacher has the right and the professional obligation to secure special assistance from counselors, nurses, attendance workers, and administrators.
10. Remedial measures taken should be commensurate with the offense committed.
11. Serious violations of the behavioral standards of a school are to be brought immediately to the attention of the principal.

12. Teachers are obligated to be consistent in enforcing the school code of behavior.

13. Students, as members of our society, have certain rights and responsibilities, and the teacher must assume the role of caretaker in safeguarding their rights and responsibilities.

C. GENERAL PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

Because most members of a group respond cooperatively to group standards, it is imperative that the techniques employed by teachers to develop feelings of mutual cooperation be based on sound principles of classroom management. To accomplish this, all teachers must:

1. Provide a classroom climate characterized by mutual support, interest, and understanding.
   a. Be friendly and kind, but also firm and decisive.
   b. Be consistent in the enforcement of group standards and personal attitudes toward students.
   c. Be interested in matters that interest students.
   d. Be enthusiastic in the classroom and optimistic in achieving desired results.
2. Be aware of the growth and development characteristics of students.
   a. Know how they grow, feel, learn and interact with each other.
   b. Be cognizant of peer pressures and problems facing students.
   c. Be aware of outside community problems facing students.
   d. Understand why students react as they do to disruptive stimuli; however, understanding may not imply acceptance.
3. Know the students' backgrounds, needs, interests, and abilities.
   a. Consult school records and confer with other staff members, but do not become prejudiced by the records or opinions of others.
   b. Confer with parents before problems occur.
   c. Provide students with the opportunity for a fresh start and a positive adjustment.
   d. Know the school community: its mores, values, and subcultures.
4. Prepare interesting instructional programs.
   a. Capitalize on the interests of students.
   b. Use variety in lesson presentation.
   c. Avoid idle moments and "free time."
   d. Plan for a change in presentation in case of boredom or fatigue on the part of the students.

e. Stress the broader applicability of skills and concepts learned.

5. Involve students in developing classroom standards; provide students with an opportunity for input in the development of rules which will affect them and be certain that classroom rules are in agreement with schoolwide codes and policies to insure consistency.

6. Prepare in advance for unusual situations: fire drills, special assemblies, changes in schedule, citywide testing programs, parties, special events, school and class visitors, etc.

7. Help each student achieve success.

   a. Be certain each student knows the objective of each lesson.

   b. Indicate actions students should take to overcome past failures.

   c. Evaluate student progress regularly and share these evaluations with the students.

   d. Respect the right of privacy of each student's accomplishment or lack of accomplishment.

8. Provide a healthy and attractive classroom setting.

   a. Be aware of seating arrangments.

   b. Control lighting and ventilation.

   c. Attend to the aesthetic quality of the classroom.

   d. Set the standard for orderliness by good example.

9. Be conscious of every student at all times.

   a. Be mobile and do not remain at the desk or any one spot in the classroom.

   b. Be aware of small problems; alertness to small problems may prevent larger problems.

   c. Do not overlook infractions of classroom rules.

10. Be prepared to substantiate evaluations of pupil progress and maintain adequate records relative to:

    a. Attendance, lateness, cutting

    b. Homework assignments

    c. Classroom participation

    d. Work habits and behavior

D. DEALING WITH DISRUPTION

Actions taken to quell disturbances and administer correction to offenders are almost as varied as the situations that occur. What follows, however, are some suggested techniques and ideas many teachers have found successful in dealing with disruptive behavior. This list is by no means exhaustive:

1. Use signals or gestures which inform the pupil that the teacher is aware that what is going on should be controlled.

2. Keep students who have difficulty with self-control near the teacher.
3. Use humor to defuse a tense situation, but not at any one student's expense; avoid sarcasm and ridicule of individuals and groups.
4. Provide students with an opportunity to express dissatisfaction with what is going on.
5. Make the student aware of the teacher's dissatisfaction with what is going on.
6. Stop the lesson and re-emphasize routines and procedures; review the class code of conduct, if necessary.
7. Remove the student from the particular situation, but insure the student's supervision at all times.
8. Be certain the student knows that what has been done is wrong, why it is wrong, and what specific steps to take to correct it.
9. Clearly define the limits to which a student can go and what the consequences will be for going beyond those limits.
10. Give students insight into the causes of their unacceptable behavior.
11. Reward positive behavior, but do not escalate awards to the degree that they might be considered wages or bribes for acceptable behavior.
12. Withdraw privileges for continued misbehavior.
13. Do not permit a time lag to occur between unacceptable behavior and punishment; the longer the lag, the less effective the punishment becomes.
14. Contact the parents and solicit their assistance in enforcing school and classroom rules.
15. Seek out the causes for disruption and develop strategies to deal with those causes.
16. Seek assistance from counselors, nurses, and other support personnel.
17. Refer the student who fails to respond to corrective measures to the principal or to a designated disciplinarian; in making the referral, teachers are to:
    a. Use form EHV 20 for each student involved; forward in a sealed envelope when not delivered by responsible personnel.
    b. Include the specific nature of the disruptive conduct.
    c. Include descriptions and dates of more serious offenses if the case is cumulative.
    d. Include specific adjustments tried by the teacher, including the use of specialized help secured before making the referral.
    e. Avoid generalizations and editorializing; limit the referral to facts.
    f. Remember: referrals become a part of the student's file and are open to review by student and parents; be professional in choice of words and descriptions.
18. Welcome opportunities to work with parents; solicit their support to adjust behavioral problems.

CAUTION: Care must be exercised in speaking to students about their misbehavior in the presence of others. Like adults, students frequently, react differently in group situations than they do in private. Individuals will go to great lengths to "save face" and respond to peer pressures when confronted in a crowd. Privacy is not only an indication of mutual respect when dealing with disruptive behavior, but is also a great ally in having students regain some measure of self-control to make them receptive to suggestions for improving behavior.

E. ACTION TEACHERS SHOULD NOT TAKE

As was noted in the previous section, there are probably as many avenues of approach to dealing with disruptive behavior as there are kinds of disruption that can occur in a school. While the previous section dealt with generally acceptable ways of coping with disturbances, this section identifies practices which contribute little or nothing to the solution of disciplinary problems. Therefore, teachers are not to use the following forms of punishment:

1. Dealing with a recalcitrant pupil by isolating him or her without supervision; a student who does not respond while under a teacher's direct supervision can hardly be expected to respond when granted complete freedom from supervision.

2. Refusing a student admission to class; only under unusual circumstances can schools refuse admission to a student. A student who is prohibited from attending class at the direction of the teacher is now free to roam the halls and disturb others. Prohibition to attend class fails to address itself to either the cause or the remedy of the problem.

3. Passing the entire problem on to someone else without making some attempt to solve the problem; the adjustment of behavior problems is the joint responsibility of teachers and administration. Teachers shall have immediate recourse to administrators who shall give the teacher effective and consistent support in each case. Therefore, behavioral problems and their solution are the responsibility of both teacher and administrator.

4. Seeking forced apologies from students; forced apologies give no indication that the root causes of the disturbance have been uncovered, or that the student has learned how to avoid having the problem reoccur in the future. Dealing with minor disturbances should be a teaching-learning situation, and until the student becomes cognizant that past actions were wrong and knows what can be done to avoid the same problem, a forced apology is little more than a superficial gesture.

5. Administering mass punishment to the entire class; rarely is every student in the group equally responsible for misconduct. Usually, this form of punishment results in undue hardship for students who were not responsible, while those who were are lost in the anonymity of the group.

6. Assigning punishments so severe that it becomes virtually impossible for the student to re-establish satisfactory relations with both the group and the teacher.

7. Assigning repetitious and meaningless academic tasks. Again, there is little connection between the act and the punishment, and there is the danger of providing the impression that academic tasks are forms of punishment.

8. Inflicting personal indignities on pupils.

9. Assigning students to another class without the prior approval of the principal; prior approval is necessary, as the classroom assignment of students is the responsibility of the building principal.

10. Administering corporal punishment; i.e., any form of punishment which is physical in nature and which results in the physical discomfort of the recipient.

F. THE COUNSELORS' ROLE IN DISCIPLINE

As a member of the school staff, the counselor assumes the same responsibilities as do other staff members in contributing toward the creation and maintenance of a humanistic school climate. Because of the counselor's particular role in assisting students with individual adjustment problems, the counselor makes an important contribution to the development of the students' sense of responsibility for their own behavior. The counselor helps them to look at courses of action open to them, to consider the consequences of each, and to realize that they are responsible for their decision.

Sepcifically, the counselor needs to be actively involved in:

1. Setting school standards
2. Early identification of learning and/or behavioral problems
3. Staff development with teachers in acquiring skills in the handling of problems with students
4. Group counseling and guidance
5. Working with parents
6. Using resources within and outside the School District to help remediate identified problems
7. Providing supportive help through individualized counseling with students who are experiencing adjustment difficulties

Students who are referred to administrators or disciplinarians because of adjustment problems may be referred to the counselor following the disposition of an immediate problem. Also, administrators and disciplinarians may need to confer with the counselor for information which may be helpful in the remediation of the case. Following the action by the disciplinarian, the students may be referred for follow-up counseling. The counselor's particular role, then, in disciplinary cases is to:

1. Help students to:
   a. Gain understanding of their behavior
   b. Be knowledgeable about school and class codes of conduct
   c. Consider possible courses of action to follow and the consequences of each
   d. Decide what is to be done in the step-by-step implementation of a proposed course of action
2. Confer with school staff and parents to:
   a. Gain greater insight into the causes of the student's behavior
   b. Develop strategies for meeting the specific and particular needs of the student
   c. Consider ways of supporting the student's plan for self-help
3. Make referrals to, and work with, appropriate school and community services which may help to meet the needs of the student

Because of the unique skills, the counselor assumes a very specialized role in the early identification of learning problems. Often, there is a direct relationship between learning problems and behavioral symptons. The counselor is a resource person to the classroom teacher in the early identification and remediation of learning and adjustment problems, especially at the elementary school level. Through appropriate staff development activities and daily contacts with teachers and other staff members, special skills and techniques to achieve these results can be shared.

In summary, there are three aspects to the role of the counselor in discipline, all of which aim toward helping the pupil arrive at an understanding of unsatisfactory behavior so that a more positive and satisfactory use of self can result. The aspects are preventive, remedial, and referral.

SUPPORTIVE PERSONNEL'S ROLE IN DISCIPLINE

SUPPORTIVE PERSONNEL'S ROLE IN DISCIPLINE

Everyone concerned with a modern school has a definite role to play in school discipline. In recent years, school staffs have grown from teachers, principals, and secretaries to include a variety of aides, assistants, paraprofessionals, volunteers, and other supportive personnel. While each has a clearly delineated task to perform in the basic instructional program of the school, each also has a responsibility for the conduct level of the school.

Each member of the school contributes to the climate of the school building; this is an inescapable reality as a result of the interaction of personalities within the school. The full cooperation and enthusiastic involvement of all staff members are essential ingredients in the development of a sound program of discipline.

Thus, all school employes must follow certain basic principles to help create a positive school climate:

Basic Principles of Good Discipline for Supportive Personnel

1. Build good interpersonal relationships.

   Respect the dignity of every individual at all times; the respect one receives is dependent upon one's manner, bearing, and the way in which others are treated.

2. Demonstrate respect for others.

   Avoid the use of objectionable terms and language.

   Avoid physical contact.

   Be fair and firm, yet courteous and consistent.

   Avoid favoritism in relationships with pupils.

3. Be alert at all times.

   Know the climate of the school community.

   Know the signs of impending difficulty, e.g., unusually large gatherings of youngsters; rumors; unusually high levels of excitement; etc.

   Be alert to outsiders and trespassers.

4. Know students as individuals.

   Try to know the names of the students in such areas as the yard or lunchroom.

   Help to break down the anonymity of pupils in large schools.

   Assist students in the solution of small problems.

   Know where and to whom to refer students with more complex problems.

5. Be a member of the school team.

   Assist colleagues in the solution of school problems.

   Uphold school rules and policies.

   Develop good working relationships with other staff members.

   Assume a proper share of responsibilities.

   Don't avoid situations which need attention.

6. Be attentive to responsibilities.

   Develop a good attendance pattern.

   Show consistency in carrying out responsibilities.

   Be punctual for all assignments.

   Avoid excessive socialization with other staff members while carrying out responsibilities.

7. Use common sense and mature judgment.

   Avoid extremes in dress and grooming.

   Use initiative in emergencies.

   Develop relationships with students that will encourage them to address teachers properly; i.e., Mr., Miss, etc.

   Don't issue idle threats.

   Don't abandon an assignment without authorization or proper cause.

   Don't oversocialize with pupils; maintain a dignified, mature relationship with all.

   Strive to maintain composure at all times.

   Develop reasonable expectations of student conduct.

   Be professional in describing school-related incidents to others.

8. Be familiar with the school and assignment.

   Know the duties of the position.

   Know the persons in authority.

   Know the policies and code of conduct of the school.

   Know the organization of the school.

   Know the resources of the school.

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